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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 29-30, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Spanish Fork High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Don Jones is commended.

The staff and administration are congratulated for the generally fine program being provided for Spanish Fork High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Spanish Fork High School.

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Bill Vest	Supervisor, School Foods
Robert K. Wadley	Director, Secondary Education
Scott Wilson	Coordinator, Pupil Special Services

SPANISH FORK HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Don Jones..... Principal
Tim Braithwaite Assistant Principal

Counseling

Darrel Rolfe Counselor
Ralph Jansa Counselor
Shannon Bennett..... Counselor
James Bushman..... Counselor
Alan Albright Counselor

Support Staff

Debi Gardner..... Media Specialist
Betty Wyman Lead Secretary
Brad Montague..... Head Custodian
Susan Garfield..... Counseling Secretary
Shellie Hickman..... Registrar
Michelle Leifson Attendance Technician
Rosa Hale Attendance Technician

Faculty

Alan Albright	Richard Brough	Ivan Clarke
Amy Anderson	Scott Brumfield	Brent Coffman
Anders Arrenhius	Reese Brunson	Jackie Colton
Shanon Bennett	Patrick Bundy	Louis Crandall
John Bingham	Richard Bushman	Jennifer Curley
Susan Boothe	Melinda Camacho	Ann Dart
Michelle Boyack	Adena Campbell	Sue Davis
Kathryn Braziel	Polly Carlson	Loretta Diamond
Rex Brimhall	W. Carron-Campbell	Robyn Dunn
David Brooks	Wendy Chandler	Candace Ferguson

Brad Fillmore
Tiffany Finch
Heather Florence
Stewart Francom
Tory Frehner
Mike Gardner
Shauna Griffin
Karl Hales
John Hawkins
SueAnn Howard
Carolyn Huff
George Jackson
Jessica Jacobson
Rita James
Larry Jarrett
Richard Kimball
Margaret Larson
Mong-Hoa Lebras

Cecil Loftin
Rick Lunt
Brenda Mason
Roberta Merrill
Brad Mitchell
Layne Moody
Jim Nelson
Justin Nelson
Pam Nelson
Paul Neuwirth
Norma Nielsen
Brad Olson
Michael Olson
Elaine Owen
Todd Roach
Darrell Rolfe
Lee Ryan
Kelly Seale

Layne Shepherd
Doug Snell
Roger Stahle
Kent Stone
Jay Strange
Richard Stubbs
Kasee Sweat
Lorene Swenson
Kay Thomas-Perkins
Lori Thomas
Brian Thorne
Denise Villarta
Bryce Walker
Larry Ward
Shauna Whittenkiend
Heather Zemp

SPANISH FORK HIGH SCHOOL

MISSION STATEMENT

To provide quality learning experiences and opportunities by uniting home, school, and community resources – enabling all students to better prepare for employment, further education, responsible citizenship, and personal growth in an ever-changing world.

BELIEF STATEMENTS

We Believe That:

- Each person is unique and has individual worth and potential.
- Each person is capable of learning and progressing.
- Optimal learning takes place in an emotional climate of love, caring, and mutual respect and trust.
- Each person has rights with accompanying responsibilities and accountability.
- Healthy self-esteem enhances the quality of life.
- Performing meaningful work contributes to the quality of life.
- Individual integrity contributes to a better society.
- The family is the foundation of our society with education as a shared responsibility of the home, school, and community.
- The process of democracy is dependent upon an educated and responsible citizenry.
- The physical environment impacts the learning process.
- Adequate resources are essential to education.

MEMBERS OF THE VISITING TEAM

Jim McKim, Dixie Middle School, Washington District, Visiting Team Chairperson

Georgia Loutensock, Utah State Office of Education

Jim Brey, Dixie Middle School, Washington District

Judy Whitaker, Taylorsville High School, Granite District

Linda Durrant, Tintic High School, Tintic District

Natasha Madsen, Manti High School, South Sanpete District

Susan Sweet, Roy Junior High School, Weber District

Observers:

Gordon Grimstead, Tintic High School, Tintic District

Paula Evans, Tintic High School, Tintic District

VISITING TEAM REPORT

SPANISH FORK HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

The profile of Spanish Fork High School was a study of the school's role in the community and programs offered by the school, and included a wide range of data.

Spanish Fork High School is a large school, serving about 1,675 students in grades 10-12; the school is located in Spanish Fork, UT. Spanish Fork High opened the doors of the facility they are currently using in 1962 and graduated about 200 students in the spring of 1963. During the last 30-plus years, as class sizes continue to grow, many new buildings and additions have been built. As a result of the growth, the teaching staff has also increased. Spanish Fork High School currently employs about 73 certified full-time teachers and 16 part-time teachers.

The community served by Spanish Fork High School is comprised primarily of middle-class suburban single-family homes. The school community has undergone a little change in ethnic diversity over the past few years. Today, 8 percent of the school's 1,675 students report a primary home language other than English. According to the 2003 data provided by the administration, 0.06 percent of the student population is Native American, 4.2 percent is Hispanic, 0.08 percent is Asian, 0.04 percent is Pacific Islander, 0.02 percent is African-American, and 89 percent is Caucasian.

a) *What significant findings were revealed by the school's analysis of its profile?*

There is evidence that the school has begun to analyze the data collected. Other data, as noted below, should be gathered and analyzed to develop an effective profile.

b) *What modifications to the school profile should the school consider for the future?*

Spanish Fork High School is strongly encouraged to continue its efforts to collect and analyze pertinent data to guide decisions made by the school. It is suggested that a new leadership team be organized to head the school improvement process. Because of the depletion of the original leadership team (due to team members leaving the school or retiring), as well as the new principal and assistant principals being assigned to Spanish Fork High School next school year, a new team should be established. Collaboration between the new leadership team and the stakeholders within the school community will be important to the development and implementation of the school improvement process. The school community

should extend its efforts to include data not currently included in the profile. Attendance records, district assessments, graduation rates, disciplinary referrals and disaggregated data (i.e., content clusters, gender, grade level, ethnicity, socioeconomic status) for state and national tests would provide additional information the staff could use to identify achievement gaps.

Suggested Areas for Further Inquiry:

- Spanish Fork High School needs to seek training by the USOE in the school improvement/accreditation process to understand the role of the school profile and how it will assist the school's quest for student success.
- The school needs to identify strengths and potential areas of growth to assist in writing desired results for student learning (DRSLs). Disaggregated data for school, state, and national tests, as well as course grades, attendance data, participation in school activities, and other measurements of student success will assist the school in this effort.
- The staff should reexamine the graphs and survey data to determine the strengths and limitations of each department. Discussions between the staff and the Visiting Team revealed that the strengths and limitations given in the department section of the self-study were assumptions and feelings rather than data-driven findings. Analysis of the data would assist departments and individuals in establishing performance goals and standards and give credibility to identified strengths and limitations.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school community has engaged in a limited collaborative self-study process on behalf of the students. The initial process was led primarily by the administrative team, with limited help from the leadership team. The Spanish Fork High School administrative team made an assertive effort to engage various stakeholder groups in a collaborative self-study process. All members of the staff and administration served on focus groups and/or department interdisciplinary committees. In conjunction with their interdisciplinary committees, they received strong support and assistance from the community council to gather and analyze data from survey results, crafted the school's mission and beliefs statements, and identified school improvement goals.

Despite exemplary efforts on the part of the administration, leadership team, focus groups, and departments, the administration realizes that the “Collaborating for Student Achievement” self-study process was not fully achieved by the school. The Visiting Team recognizes that the school and its leadership made a sincere effort to do a thorough analysis of the school’s strengths and limitations, and commends them for their efforts.

As the school moves into a new year of growth and renewal, the Visiting Team highly recommends that the staff take advantage of state resources for training in this new process. Many of the stakeholders still have questions regarding the purpose of the self-study and the process involved, as well as how the DRSLs and the action plan will drive the work of the school in the future. Attending state training and serving on future Visiting Teams will help facilitate a more clear focus on the primary and functional components of the accreditation process.

- b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Many of the school’s strengths discovered by the Visiting Team were not clearly identified in the report. For example, many of the teachers used a variety of effective instructional practices that were not clearly identified in the report. Also, the staff’s high level of collegiality, passion for teaching students, and willingness to participate in staff development are just a few of the strengths that were not highlighted in this self-study.

Additional data and analysis are required to pinpoint achievement gaps, student concerns, parent concerns, and potential improvement targets. Strengths and limitations identified in the department work of the self-study need to be validated by an assessment process.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Spanish Fork High School has not yet identified its desired results for student learning (DRSLs).

Shared Vision, Beliefs, Mission, and Goals:

- a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

There is evidence that the administration and leadership team assumed the primary responsibility for developing the school's beliefs and mission statement. Other stakeholders, such as students, parents, and community members, had opportunities to provide feedback through the consensus-building process to define the school's shared vision. Continued data gathering for student achievement, demographics, and stakeholders' perspectives on quality education will help assist the school's efforts toward collaboration and building a shared vision.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*
- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure that the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum is based on clearly defined standards established by the Utah Core Curriculum that reflect worthwhile expectations for student learning. Essential knowledge and skills are identified and given priority in the development of the curriculum. Sometimes the development of the curriculum needs to take into account the need to support and challenge all students to excel in their learning. Departments have made an effort to align teaching practices, instructional support, and resources, but there needs to be further analysis of the assessment of student learning. More effective use of research-based instructional practices needs to be implemented in curriculum development. Among departments there is evidence of collaboration and alignment to coordinate curricula across grade levels. Attempts are made by faculty members to communicate their goals and expectations for student learning through the use of disclosure documents. The evaluation of the curriculum includes a limited review of student performance data.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team observed no clear evidence of DRSLs, and consequently there has been no collaboration to support development of the curriculum.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team observed a variety of learning experiences that actively engaged students including, but not limited to, technology, pacing, and discussions. Instructional time is valued and protected from disruptions; for example, PA announcements were limited to the beginning and end of the school day. Learning activities seem to be based on essential knowledge and skills.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

A variety of instructional strategies were observed, such as group discussions, projects, small classes on basic algebra and Integrated Math, peer tutors, after-school math, and science labs. Adjustments or modifications to the instructional process are made based on student ability or level. Classes are designed specially for particular populations (e.g., students at risk and students with disabilities), including special programs such as the Utah Community-Based Program, Cornerstone, etc.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Spanish Fork High School provides a wide range of opportunities to support and expand student learning through internships with local businesses, peer tutoring, clubs, concurrent enrollment, distance learning, ATE programs, a reading specialist on campus, work release programs, etc.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team saw no evidence of schoolwide assessments outside of state and national standardized tests (ACT, SAT, CRTs, AP, and Skill Certification). Some individual teachers, however, were using portfolios, projects, exhibitions, performances, and presentations for student evaluation.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

There is evidence of individual teachers using rubrics, open-ended questions, portfolios, projects, and peer evaluations. Most assessments are directly linked to specific instructional uses that promote student achievement and continuous improvement.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There appears to be a fair and equitable testing process, but there is a lack of disaggregated data to determine specific student needs. In many cases, teachers have developed specific performance standards for evaluating student work that appear to be well-defined.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

There is strong evidence that the school leadership promotes an academic learning climate and actively supports teaching and learning. The current administration recognizes the need for continuous school improvement, and has been effective in empowering departments to conduct a self-assessment. Using these assessments the school was able to identify major strengths, potential areas for growth, and instructional strategies for improving student learning. Some of the departments have already begun to foster an academic learning climate and actively support teaching and learning.

As Spanish Fork High School continues to develop and incorporate research-based “best practices” into its classrooms and organization, decisions regarding what type of professional growth activities to support need to be addressed. Research shows that some professional development activities are more likely to lead to improved teaching than others. Spanish Fork High School might benefit from reviewing this research and using this information to make better decisions regarding the school improvement process.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership at Spanish Fork High School has a great desire to employ effective decision making that is data-driven, research-based, and collaborative. This recognition and commitment will be driving forces in moving the organization and classrooms in the right direction.

Although the school community has much to learn about moving in this direction, the Visiting Team is confident they will continue to improve their methods and professional relationships on behalf of students.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Spanish Fork High School has taken its first step toward developing a comprehensive assessment system. Currently, standardized test data are the measurement tools the school uses to analyze instructional effectiveness; therefore, monitoring of student progress happens on a yearly basis. Additional tools will be needed to measure and track student progress in achieving the desired results for student learning, as well as progress toward important content standards in each content area. The current system provides an incomplete summary of student achievement, and therefore does not provide adequate insight regarding instructional effectiveness.

The Visiting Team is confident that the school has the leadership needed to build a comprehensive assessment system over the next three years.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership provides skillful stewardship. Parents, students, and staff members repeatedly commended the school's leadership. Schoolwide policies and operational procedures are typically consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. The allocation and use of resources are often aligned with the school's goals. The leadership has established the foundations for collaborative decision making and routinely seeks input from key stakeholders.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Spanish Fork High School has not received sufficient training to identify and incorporate the school's DRSLs into its decision-making process. The idea of DRSLs is fairly new to the school and will require the necessary training to start the process.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership has made a concerted effort to incorporate parents into the decision-making process. The community council is very active, and provides opportunities to involve the school community. Additionally, through student surveys, the school made an effort to bring student voices into the process. The SEOP process, school newsletter, web page, S.I.S. program, and student handbook are just a few of the methods employed by Spanish Fork High School to reach parents and school community.

The Visiting Team recommends that the leadership take a greater interest in collecting, reviewing, and analyzing data to help increase all student learning.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

Spanish Fork High School has a strong sense of community. The Visiting Team saw evidence of a strong Community Council and support from many business partners. Student government is very active, and sponsors a variety of activities designed to include all students. The Counseling Center is a very positive aspect of the school community.

More collaboration among teachers and among parent/community groups would be valuable.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Spanish Fork High School enjoys the support of the wider community. Students participate on a district student-advisory council and in a variety of internships with local businesses. The TV production class helps the local TV station prepare its broadcast, the horticulture students sell to the community, and other classes sponsor outside community projects.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Professional development opportunities are currently available to all teachers, based on individual need and desire. Teachers may choose to be involved in state- and district-sponsored inservice during the summer months or the school year. The district and school administrations support professional development

by encouraging teacher participation, providing substitutes, and, in some cases, stipends or funds for workshops. Mini inservice activities and brown bag lunch presentations are offered at the school throughout the year for licensure points.

It is suggested that, as the staff identifies schoolwide goals, professional development be directed at instructional and assessment strategies that will drive the school improvement plan throughout the curriculum. (Refer to Surveys of Instructional and Organizational Effectiveness, as outlined by the NSSE.)

- b) To what extent does the school create conditions that support productive change and continuous improvement?*

It is apparent to the Visiting Team that the school leadership strongly supports the faculty members in their efforts to improve instruction and opportunities for student success. Teachers have taken the initiative to analyze individual departments by identifying strengths, weaknesses, and strategies for improvement. It is suggested that decisions for change and improvement be aligned with DRSLs and built on data-driven, research-based information.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

There is evidence in the action plan that reflects the old accreditation process. There is very little evidence of alignment, because the plan addresses physical facility needs rather than student outcomes. However, some parts of the action plan do reflect alignment, as a result of some of the data collected in the school profile. The plan addresses substance abuse among the student population, and activities that will help students see the relationship between their studies and the outside world

The administration is aware that they need to align the action plan with the profile, DRSLs, focus group outcomes, and departmental analyses.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The Visiting Team has observed a high level of interest among faculty members to develop, support, and sustain a schoolwide and systemwide program. It is assumed that, having had the opportunity to provide input, the staff will work collaboratively to ensure it is actualized.

The current action plan will require some revisions and recommendations resulting from the site visit. The Visiting Team is confident that the school's leadership will work to create awareness of and commitment to these recommendations among the staff.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

To date there has been no follow-up process designated, but this will naturally come as the plan unfolds.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team was impressed with number of advanced degrees among teachers, and was equally impressed with the high level of educational commitment to student achievement, respect for students, and efficient use of class time.
- Students expressed appreciation and respect for teachers and administrators. The personal appearance of students on campus reflects their pride in the school and themselves. Students seem to be caring and accepting of each other. They make education a priority and have high expectations for lifelong learning.
- Strong working relationships and an open-door policy between teachers and administration, which creates an inviting atmosphere within the school community, evidence the positive school climate.

Recommendations:

- The Visiting Team recommends that a school leadership team be identified and trained in the state school improvement/accreditation process.
- Priority should be given to refining the school profile, identifying the school's desired results for student learning (DRSLs), forming focus groups, and revising the action plan.
- Continue to develop and maintain a collaborative partnership with all stakeholders in the form of focus groups within the school community.